



LEARNING MANAGEMENT OF THE P5PPRA PROGRAM IN MADRASAH IBTIDAIYAH

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Abstract

The Pancasila and Rahmatan Lil Alamin (P5PPRA) student profile strengthening program with the theme "Bhinneka Tunggal Ika" is designed to integrate Pancasila values and the principle of diversity in learning activities that are relevant to students' daily lives. This study uses a qualitative approach with a descriptive method, then observation, interviews and documentation as data collection techniques. The results of the study show that the implementation of P5PPRA in MIN 2 Palembang City has been carried out through systematic planning, which includes the preparation of a thematic curriculum, teacher training, and continuous evaluation. The theme "Bhinneka Tunggal Ika" is implemented through project-based learning, group discussions and collaborative activities to encourage students to understand the importance of diversity and unity.

Keywords: *Management, P5PPRA, Bhinneka Tunggal Ika, Elementary School*

Abstrak

Program penguatan profil pelajar Pancasila dan Rahmatan Lil Alamin (P5PPRA) dengan tema "Bhinneka Tunggal Ika" dirancang untuk mengintegrasikan nilai-nilai Pancasila dan prinsip keberagaman dalam kegiatan pembelajaran yang relevan dengan kehidupan sehari-hari siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif, kemudian observasi, wawancara dan dokumentasi sebagai teknik pengumpulan data. Hasil penelitian menunjukkan bahwa pelaksanaan P5PPRA di MIN 2 Kota Palembang telah terlaksana melalui perencanaan yang sistematis, yang meliputi penyusunan kurikulum tematik, pelatihan guru, serta evaluasi berkelanjutan. Tema "Bhinneka Tunggal Ika" diimplementasikan melalui pembelajaran berbasis proyek, diskusi kelompok dan kegiatan kolaboratif untuk mendorong siswa untuk memahami pentingnya keragaman dan persatuan.

Kata Kunci: *Manajemen, P5PPRA, Bhinneka Tunggal Ika, Sekolah Dasar*

INTRODUCTION

Indonesia is a country with the motto "Bhinneka Tunggal Ika" (Unity in Diversity), which serves as an important foundation in building national unity. The phrase "Bhinneka Tunggal Ika" is found in Mpu Tantular's book, Sutasoma (Purudasanta), during the Majapahit era around the 14th century. The motto means "different but still one (Santoso1 et al., 2023)." These words are not just words but reflect noble values that have long been rooted in Indonesian society. In

this context, the P5 (*Project Based Learning*) program exists as an effort to strengthen understanding and appreciation for diversity through educational and collaborative activities.

Curriculum development is a crucial process in the Indonesian education system. The term curriculum is used in education to refer to a set of subjects or knowledge that students must study or complete to achieve a specific educational goal or competency (Baderiah, 2018). With changing times, the curriculum must also adapt to these changes and adapt to changing needs. The independent curriculum policy is not only developed by the Ministry of Education, Culture, Research, and Technology but is also developed by the Ministry of Religious Affairs, particularly in the field of Islamic education, to be implemented in all Islamic schools under the supervision of the Ministry of Religious Affairs (Dewi et al., 2024). The implementation of the curriculum in Islamic schools is essentially the same as in schools under the supervision of the Ministry of Education, Culture, Research, and Technology. The difference lies in the addition of the Rahmatan Lil'alamin (Rahmatan Lil'alamin) student profile as a special element in character education that distinguishes Islamic schools from other schools.

The P5RRA program launched by the Ministry of Religious Affairs aims to integrate Pancasila values with the principle of Rahmatan Lil Alamin (Rahmatan Lil Alamin) into the madrasah education system in Indonesia (Pelajar Rahmatan Lil Alamin et al., 2022). This program is considered strategic for strengthening the spirit of Bhinneka Tunggal Ika (Unity in Diversity) and building student character that understands national values and has an inclusive, tolerant, and open attitude to differences. Madrasah Ibtidaiyah (MI), as one of the levels of education under the Ministry of Religious Affairs, is the focus of this program's implementation. The goal is for students not only to receive Islamic religious instruction but also to gain an understanding of the importance of unity in diversity.

MIN 2 cities Palembang is one of the schools that has implemented the P5PRA program from the Ministry of Religious Affairs. The program carries the theme of "Bhinneka Tunggal Ika," as explained by the principal of MIN 2 Palembang, Ms. NF, in an interview. say " This program aims to strengthen efforts to achieve student competencies and character in accordance with the Pancasila and Rahmatan Lil'alamin student profiles, which are compiled based on graduate competency standards. One of the programs implemented at this school is Bhineka Tunggal Ika. This program is also very much needed because the benefits of implementing P5PPRA at MIN 2 Palembang City can encourage students to develop their interests and talents, foster student creativity and innovation, and empower students to have good morals."

Based on the statement, the researcher is interested in examining this problem in the form of a study entitled "Learning Management of the P5PPRA Program with the Theme "Bhineka Tunggal Ika at MIN 2 Palembang City" to find out how the P5PPRA Program runs and the benefits of implementing the program. Through this study, the researcher will also evaluate the program's activities whether they are in accordance with the objectives of the Ministry of Religion to create student characteristics that are in accordance with the profile of Pancasila and Rahmatan Lil Alamin students.

RESEARCH METHODS

This study used a qualitative approach to gain a deeper understanding of the learning management of the P5PPRA Program, which embraces the theme of Bhinneka Tunggal Ika (Unity in Diversity). The study also employed a case study method because it focused on a single Islamic Junior High School (MIN) educational institution in Palembang City. Subject study This are teachers, students, and principals MIN 2 school Palembang. In collecting research data This using research instruments like observation, interviews and documentation . After the data is collected Then researchers do analysis descriptive Then withdrawn conclusion from the collected data. Data validation using data triangulation, techniques and sources.

RESULTS AND DISCUSSION

Planning Learning

Before conducting learning activities, educators must find ways to make teaching and learning activities more enjoyable. One way to make learning activities run smoothly is by selecting the right and directed materials. With the right teaching materials, students will feel interested in learning the material. Learning materials are all forms of materials used to assist teachers or instructors in carrying out learning and teaching activities in the classroom (Sulastriningsih Djumingin et al., 2022). The materials in question include written and unwritten materials. Materials are learning tools or means that contain materials, methods, limitations, and evaluation methods that are systematically and interestingly designed to achieve the expected competencies. The materials themselves are an important part of the structure of educational implementation. Through materials, teachers/ instructors will more easily implement learning and students will be assisted and facilitated in learning (Sulastriningsih Djumingin et al., 2022).

According to Suryosubroto, learning materials are essentially the contents of the learning materials given to students in accordance with the curriculum used (Ananda, 2019). According to Prastowo, learning materials are all materials, including information, tools, and texts, arranged systematically, which display a complete picture of the competencies that students will master and are used in the learning process with the aim of planning and implementing learning (Sulastriningsih Djumingin et al., 2022). The purpose of selecting learning materials according to Hermawan is, first, to help students learn something. Second, to provide various types of learning material choices, thereby preventing boredom in students. Third, to make it easier for students to carry out learning. Fourth, to make learning activities more interesting because they are adjusted to the demands of the curriculum, the needs of students, schools, and regions. Fifth, to help students obtain alternative learning materials. Sixth, to make it easier for teachers to carry out learning.

Learning materials can be divided into four types, namely (Jaya, 2019): First, facts are the lowest level of abstraction. A fact in an actual state that can actually be accepted as it is. Second, a concept is a group of facts or data that have many similar characteristics and can be included in one label name. Basically, concepts have two characteristics, namely concrete or real and abstract. Third, the principle is drawing two or more concepts in such a way that the concepts are interconnected with each other. Fourth, procedures are the steps to do something according to certain procedures or rules. This type of material usually takes the form of a series of steps that must be followed. Then, the benefits of learning materials. Learning materials in the learning process are useful for facilitating interactions between teachers and students, so that learning activities will be more effective and efficient .

In selecting learning materials, one of the most important things to do is to pay attention to the interests, talents, and abilities of students. Reported by interviews with teachers conducted at MIN 2 Palembang, teachers in selecting materials focus on the diversity of culture, ethnicity, religion, and language in Indonesia within the framework of "Bhineka Tunggal Ika". In this learning, students are invited to understand the meaning of "Bhineka Tunggal Ika" as the national motto that reflects unity in diversity. Teachers also integrate various stories and real-life examples to make it easier for students to understand the importance of maintaining harmony in a diverse society. The main objective of providing this material is for students to understand and appreciate differences, both in terms of culture, religion, ethnicity, and language. By understanding this diversity, students are expected to have a broader insight into the richness of Indonesian culture. This learning aims to build awareness that differences are

not barriers to unity, but rather a strength in creating harmony. Teachers emphasize that respect for differences is the first step to creating a strong spirit of unity amidst the challenges of globalization.

The material presented by the teacher covers the values of tolerance as the main foundation for maintaining diversity. The teacher teaches the importance of respecting the beliefs, customs, and traditions of others without losing one's own identity. During the lesson, students are invited to discuss and share experiences about how tolerance can be realized in everyday life, both at school and in the community. With this approach, students not only understand the concept of tolerance in theory but are also able to apply it in real life. In addition to tolerance, the value of cooperation is also an important part of this material. The teacher explains that cultural diversity in Indonesia has given rise to various forms of cooperation that have become the nation's identity. For example, cooperation in mutual cooperation activities in various regions demonstrates how the values of togetherness remain alive in a diverse society. Students are encouraged to practice cooperation through group activities involving various backgrounds, so they learn to appreciate the role of each individual in achieving common goals.

This lesson also highlights how each culture contributes to the identity of the Indonesian nation. Teachers provide examples of how art, food, languages, and traditions from various regions enrich the national culture. Through this approach, students are encouraged to think critically about their role as the younger generation in maintaining national unity. By understanding the concept of diversity within the framework of "Bhineka Tunggal Ika," students are expected to become individuals capable of living side by side harmoniously, respecting differences, and contributing to the nation's inclusive progress.

discussion is about learning methods. According to Mahendra and Ma'mun, learning methods are the most common methods or methods used in training. Students are challenged in various ways through movement initiation (Ibrahim, 2014). Learning methods are defined as different ways to achieve different learning outcomes under different learning conditions, and all of these methods can be manipulated by the learning designer or teacher (Jaya, 2019).

methods in certain situations cannot be manipulated; they become learning conditions. If learning conditions can be manipulated, they become learning methods. In practice, this method has several goals. The most important goal is to reduce errors and ensure that the correct pattern is implemented. Teachers at MIN 2 Palembang implement project-based learning and group discussions to maximize students' understanding of Indonesia's diversity.

In project-based learning, students are given the freedom to explore their native cultures and express these ideas through creative presentations. For example, students create posters, videos, or infographics explaining the uniqueness of their respective regional cultures. These projects not only hone students' research and presentation skills but also foster a sense of pride in local cultural heritage. Hands-on activities are an important part of this method. Students are invited to perform regional dances, introduce traditional games, or even cook typical dishes from various regions. This approach allows students to learn through real-life experiences, so they not only understand theory but also experience the beauty of Indonesia's cultural diversity firsthand.

Teachers at MIN 2 Palembang hold interactive discussions as a complementary method to encourage students to exchange information and views. In group discussions, students are divided into small teams to discuss specific topics, such as the challenges of diversity in society or maintaining unity in diversity. Through these discussions, students are trained to express their opinions, listen to others' perspectives, and devise solutions together. The collaborative discussion atmosphere helps students understand the importance of tolerance and cooperation in everyday life. During the learning process, teachers act as facilitators, guiding students to stay focused on learning objectives.

Teachers provide trigger questions that encourage students to think critically and creatively. For example, students are encouraged to reflect on how diversity can be a national strength in the era of globalization. By using this approach, students not only understand the material deeply but also are able to apply it in real life. This project-based method and group discussions create an open and dynamic classroom atmosphere. Students are encouraged to learn collaboratively, respect each other's ideas, and work together to complete assignments. Ultimately, this approach helps students understand the importance of diversity, but also instills the values of unity, tolerance, and cooperation, which are essential for future community life.

Next, we discuss the learning media used in this program. Learning media are needed to create an interesting, effective, efficient, and enjoyable learning process. Learning media mediate interactive activities between students, between students and educators, and between students and other learning resources in their learning environment (Latip, 2021). Gerlach and Ely explain that learning media are broadly understood as people, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes (Ananda, 2019). In this sense, teachers, textbooks, and the school environment are media. Interviews with teachers at MIN 2 Palembang explain that the school provides various learning media to support

students' understanding of cultural diversity in Indonesia. One of the media used is a learning video that displays cultural documentation from various regions in Indonesia. This learning video includes traditional dances, traditional clothing, regional songs, and traditional ceremonies, so students can directly see the existing cultural richness. By using learning video media, students understand the concept of diversity theoretically and also obtain visual images that strengthen their understanding.

The school also provides books on Indonesian culture as reference sources. These books provide in-depth explanations of the history, customs, and cultural uniqueness of each region. Textbooks provide information on traditional wedding traditions, the philosophical meaning of traditional clothing, and folklore from various ethnic groups. Using these books, students can explore independently and broaden their knowledge of Indonesia's rich cultural heritage in detail. In addition to books, the school also utilizes online learning platforms. These platforms allow students to access cultural information from various regions more easily. Through digital technology, students can access interactive videos, take virtual tours of cultural museums, and engage in discussions with students from other regions through online forums. Online platforms provide students with the flexibility to learn anytime, anywhere, making learning more effective and relevant in today's digital age.

Teachers at MIN 2 Palembang also utilize digital media such as interactive presentations equipped with images, audio, and video. By using modern presentation software, teachers can structure materials in an engaging and interactive way. Teachers display interactive maps showing the distribution of ethnicities and languages in Indonesia, so students can more easily understand the country's geographical diversity. This media also allows students to actively participate by answering questions or providing opinions directly during the lesson. The combination of learning media improves the quality of learning, but also provides variety that makes students more enthusiastic and engaged in the learning process. By using videos, books, and online platforms, students can learn about cultural diversity from various perspectives. These learning media also support students' different learning styles, including visual, auditory, and kinesthetic, so all students feel facilitated. Diverse media makes learning more inclusive and effective in instilling the values of unity and diversity.

Implementation Learning

RPP or learning implementation plan is a more detailed description of the syllabus in an effort to achieve basic competencies (KD). (Jaya, 2019). Every teacher must prepare a complete

and systematic RPP so that learning takes place interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests and physical and psychological development of students. A learning implementation plan is a plan describing the procedures and organization of learning in the form of a scenario to achieve one basic competency or several basic competencies that are bound by one theme set out in the Content standards and described in the syllabus. (Nafiah et al., 2022) In essence, the RPP aims to design student learning experiences to achieve learning objectives (Krissandi et al., 2018).

A factor that brings success in the learning process is that teachers always make lesson plans. According to Isdisusilo, there are several principles used in compiling lesson plans as a foundation for teachers in the learning process, namely (Mukni'ah, 2016): First, paying attention to individual differences in students, lesson plans are compiled by considering the level of interest, learning motivation, talent, potential, social skills, emotions, learning styles, cultural background, environment, and learning speed. Second, encouraging active student participation. The learning process is designed to be student-centered to encourage motivation, interest, creativity, and enthusiasm for learning. Third, developing a culture of reading and writing. Fourth, providing feedback and follow-up. Fifth, interconnectedness and integration. Sixth, implementing information and communication technology.

Oemar Hamalik also proposed several functions of creating lesson plans. (Krissandi et al., 2018). First, it provides teachers with a clearer understanding of the school's educational goals and their relationship to the learning undertaken to achieve those goals. Second, it helps teachers clarify their thinking about the contribution of their learning to achieving educational goals. Third, it increases teachers' confidence in the value of the learning provided. Fourth, it helps teachers identify needs and interests, and fosters learning motivation. Fifth, it reduces trial and error in teaching. Sixth, it helps teachers maintain enthusiasm for teaching and provides students with *up-to-date materials*.

Things that need to be considered in preparing lesson plans are that they must be designed with reference to the established core competencies and basic competencies (Nafiah et al., 2022). Each learning material and sub-material is designed according to the learning needs that have been determined in the syllabus. In addition, the designed learning experience must also be relevant and oriented towards achieving the basic skills expected of students. In developing lesson plans, teachers are expected to use various approaches that are appropriate

to the characteristics of the learning material. This approach is designed to be able to provide *life skills* that are relevant to everyday problems and students' social environment.

The selection of learning methods and media is also an important component of the lesson plan. The methods used must bring students closer to direct experiences relevant to the learning material, for example through observation, simulations, or project activities. Learning media use technology and traditional tools. Furthermore, the assessment system implemented in the lesson plan must be comprehensive and sustainable. This assessment is designed with a syllabus and covers various aspects, such as knowledge, skills, and attitudes. The strategy and form of the assessment instrument used must be adequacy to the learning objectives or indicators to be achieved. This comprehensive assessment can help teachers monitor student development holistically and provide constructive feedback to support further learning. Based on interviews with teachers at MIN 2 Palembang, the learning implementation at MIN 2 Palembang uses an interactive approach that positions students as active subjects in the learning process. The first activity implemented is a thematic discussion.

Teachers use thematic discussions to explore a specific theme or issue in depth. Thematic discussions in the learning process address the theme of unity. Students are encouraged to understand the importance of living harmoniously in a pluralistic society. In these discussions, students are encouraged to explore various aspects of diversity in Indonesia, including ethnicity, religion, culture, and language. The main goal is for all students to realize that despite their differences, Indonesian society is part of various elements that form a unified nation. Students also learn the facts of diversity as well as attitudes of tolerance and solidarity.

During the discussion, the teacher divided students into small groups so that each student had the opportunity to speak and contribute. Each group was given a topic related to diversity, such as the importance of respecting the traditions of other cultures and the positive impact of diversity on everyday life. Using this method, students were able to exchange information and views, broadening their perspectives. The teacher acted as a facilitator, providing guidance and ensuring the discussion ran smoothly.

Teachers also use an interactive approach by asking trigger questions such as "How can we maintain unity amidst diversity?" and "What can we learn from other regional cultures?" These questions encourage students to think critically and understand diversity issues from various perspectives. During discussion sessions, teachers provide concrete examples relevant to everyday life. For example, teachers discuss how cultural diversity is seen in the celebration

of religious holidays. By providing concrete examples like this, students can easily understand and appreciate the meaning of "Bhineka Tunggal Ika" (Unity in Diversity). Through these discussions, teachers also instill the values of tolerance and solidarity in students from an early age. Students are taught to respect differences and see diversity as a national treasure that must be preserved together. Discussions help students develop empathy for others, strengthen social relationships within the school environment, provide knowledge, and shape students' characteristics as the next generation of the nation who uphold unity in diversity.

One of the students at MIN 2 Palembang said that this discussion really helped them to understand the importance of respecting differences. He explained that previously he only saw diversity as something ordinary, but after going through this discussion, he began to realize that every difference is unique and has its own value. Every person from different regions has interesting and unique traditions, so their views became open and they appreciated the diversity around them. The student also said that this discussion gave everyone an opportunity to share stories about their respective cultural backgrounds. He explained that each culture has a deep meaning and philosophy. By hearing stories directly from his fellow students, he came to understand and respect their traditions better and felt that diversity is not something to be avoided but should be celebrated as part of a shared identity.

This discussion opened his mind to be more critical and open to other people's views. When listening to other people's points of view, By observing others, they learn to understand, respect, and be non-judgmental. This respectful attitude creates a warm and harmonious classroom atmosphere. This discussion also strengthens relationships among classmates because behind the differences lie many unifying similarities. The results of this discussion teach about culture, tolerance, solidarity, and cooperation, inspiring students to appreciate differences wherever they are.

After a thematic discussion, a teacher at MIN 2 Palembang created a group project with the theme of Diversity. The teacher explained that this project aimed to provide students with an in-depth and meaningful learning experience about cultural diversity in Indonesia. Students not only learned about the culture of their own region but also gave them the opportunity to explore the cultures of other regions. When giving this project, the teacher explained the importance of an in-depth and creative approach. In addition to gathering information, students also presented the results of their research. Methods used could include performing traditional dances, practicing regional languages, creating dramas about legends or stories typical of the chosen region, and bringing typical foods from the chosen region.

Through this hands-on experience, students not only understand theory but also experience the beauty of cultural diversity for themselves. Through this project, teachers hope students will see diversity as a unifying force for the nation. This kind of learning provides valuable tools for students to become the next generation of leaders who maintain unity. After conducting this project, we interviewed students at M IN 2 Palembang about the project. The students explained that they experienced several challenges during the project's implementation. The biggest challenge they mentioned was finding accurate information about the chosen regional culture. Many of the students were not yet familiar with the culture, so they initially struggled to find the right sources. To overcome this, they conducted online research, looking for articles, videos, and other references that could help them further. They also consulted their teachers to ensure the information they obtained was accurate. Another challenge was how to manage their time well, as this project required a lot of preparation and research. They had to divide their time between other tasks. Dividing tasks among members was a challenge in itself. Everyone had to be involved and complete their part well. To overcome this, the students created a schedule and ensured that everyone understood their responsibilities well. This way, no one felt left behind or burdened. Although meet challenges the student the overcome it with good. He explain challenge This give us a chance For Study Work The same more Good I am studying For disciplined, organized, we learn For each other help and share information so that results end project This maximum. Every member group own role important so that we all Work hard in do project This together.

After do project This Then student invited For linking theme diversity with experience daily they. With use draft learning contextual student will more understand How projects that have been done will impact on life real. Concept learning contextual is draft Study teaching that helps teachers make connections between material taught in class with real world situations and encourage student For make connection between knowledge possessed with its implementation in life student as individual, member family and society (Muhartini et al., 2023). The teacher gives question trigger like "how learning about diversity Can understand and internalize values unity in diversity"? and "What values only one can implemented in life daily about diversity"? The teacher threw out question This to student.

Then student That answer question first, namely learning about unity make student the feel proud become Indonesian. Students the feel the more understand that everyone even though different culture actually have Lots similarity. This is make it feel want to know and understand culture different friends. After that That he answer question second, namely value

that can implemented is respect to differences , empathy , openness , no judging , and unity in diversity . Values like Can implemented and become guidelines in life daily.

Evaluation Learning

Evaluation is basically No only evaluate results Study but also the processes that go through educators and participants educate in the entire learning process (Kurniawan et al., 2022). Evaluation is an assessment process For get results about activity Study school (Raharji et al., 2022). Evaluation become very important thing carried out in the world of education Because For know ability students. Evaluation learning is step important in ensure that objective education achieved in a way effective. One of the part interesting evaluation attention is How students and teachers reflect activities that have been implemented, especially in implant mark diversity . From reflection student until evaluation projects by teachers, every element give view unique about the success of the program that focuses on the value of "Bhineka Tunggal Ika".

One of questions asked to student is, *" After follow activity How is this your view about differences around us ?"* One of them student answer, *" Activities This make I more aware that difference is not something that must be done shunned or feared , but rather something that can make We richer in experience and knowledge."* Answer This show change significant perspective. Previously, perhaps student look at difference as something foreign , but through this program , they capable see diversity as wealth . This is in line with objective education the character you want implant attitude each other respect and tolerance.

When asked is this program successful, another student stated, *" Yes, according to I think this program is very successful. With many discussions and projects, I Can see difference culture in a way direct and understanding meaning from ' Unity in Diversity.'"* Statement This describe impact positive programs that do not only equip student with theory but also involves they in experience live. Discussion and projects allows student understand diversity through interaction real, not just text in the book.

The teacher also gives evaluation to success project this. When asked How project This implant the value of "Bhineka Tunggal Ika," a teacher explained, *" Students start show more attitude open to differences and become more active collaborate."* Observation This emphasize that mark diversity No only about know difference but also about practice it in life everyday. Attitude open and collaborative is indication success from side education character. In the aspect assessment, teacher assesses understanding student about diversity , participation they

in activities, as well as ability they work same. The teacher also took notes how student convey view they about tolerance. Assessment This reflect a holistic approach, where not only skills cognitive assessment but also aspects affective and social approach This relevant in measure success character - focused education.

In addition, observations attitude student during the program be one of indicator important. The teacher observes that "*part big student show very tolerant attitude. They each other value opinion One each other, even though different view or background behind.*" Observation This show that the program was successful create space where students feel safe For share and learn from One each other. Tolerance that arises between student is sign that they understand essence diversity. Aspects Work The same in activity the group also becomes attention main. The teacher stated, "*Most of the student Already show Work the same good. They share task with fair and mutual help.*" This is show positive development, where students start understand that success group is results from Work same, isn't it? only business individual. This value important No only in context education but also in life socialize.

In a way overall, reflection students and teacher observations provide clear picture about program success. Students No only Study understand diversity but also practice tolerance and work same. The teacher took notes that student show change significant attitude, from not enough value difference become more open and collaborative. This program become example real How education character can integrated in learning. Through discussions, projects, and interactions directly, students get more experience in about meaning "Unity in Diversity." They No only Study about draft diversity but also feel the impact in life daily.

With Thus, evaluation learning This show that mark diversity No only can taught but also planted through the right approach. This program No only support objective academic but also form the next generation tolerant and respectful difference. Spirit This is essence from development - oriented education character nation.

CONCLUSION

Indonesia, with the motto "Bhinneka Tunggal Ika," requires strengthening mark unity in diversity, especially among generation young. Strengthening Program Profile Students of Pancasila and Rahmatan Lil Alamin (P5PPRA) were present as effort For implant values This through education based project, integrating Pancasila values with Spirit diversity. This theme relevant in grow tolerance, work equality and inclusivity in society. Planning done in a way

systematic, covering compilation material relevant themes, teacher training, and selection method based project as well as discussion group. Learning materials emphasize on respect to difference culture, religion, and tradition, with objective build awareness student that diversity is strength nation. Teachers also utilize media such as learning videos, books culture, and digital platforms for enrich experience Study student.

Learning process designed interactive with method discussion thematic and project group. Discussion allows student For share experience, understanding diversity, and develop empathy . Meanwhile that project group give chance to student For explore Indonesian culture in general creative, for example through making posters, videos, and practice art traditional. Teachers play a role as facilitator who directs students so that learning still focus on values diversity.Evaluation done in a way holistic covers aspect cognitive, affective, and social. Reflection student show change positive in understanding they about diversity, with student become more tolerant, inclusive , and collaborative . Teachers also noted improvement in ability Work equal and appreciation to the difference between students. This program assessed succeed in implant the value of "Bhinneka Tunggal Ika" through experience real. Implementation of the P5PPRA program with the theme " Bhinneka Tunggal Ika" has been give impact significant in build character tolerant and inclusive students. Through approach based projects and learning contextual, students No only understand theory diversity but also capable apply it in life everyday. This program become step strategic in create generation young people who appreciate diversity and unity in difference.

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